

# THE CETL CORRESPONDENT

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# Correspondent

## Center for Excellence in Teaching and Learning

SWOSU Center for Excellence in Teaching and Learning Newsletter

July 2017

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## Marci's Messages

By Marci Grant

### Starting off Fall 2017 Semester with a "BANG"

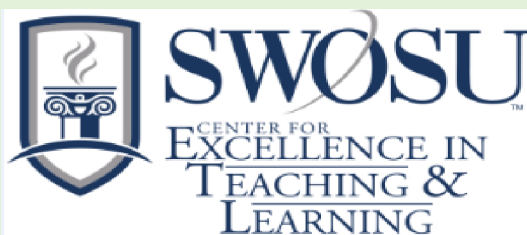
Wow, can you believe it? Fall Semester is fast approaching! Before we get the semester started, I wanted to make you aware of a couple of items that may help you.

#### Validate Course Links

Prior to the beginning of each semester and publishing each course, it is important to validate all the links to make sure they are still valid and the documents are contained inside the course and not another course (which students do not have access to). Just go to Course Settings and click on "Validate Links in Content" on the right side. [Click here](#) for more information.

#### Changing Course Dates – Opening the Course Early

In order to have your course open prior to the term start date or close after the term end date, follow the guide "[Changing Course Dates](#)" to change the course begin and end dates.



### **Publish Courses – Don't Forget!**

Remember, all Courses and Quizzes MUST be 'Published' in order for students to be able to access the course or take quizzes.

### **Submitting documents in Canvas (especially if using Turnitin)**

In order to ensure that student's documents are submitted correctly in Canvas, please remind the students to use the two most recent versions of any browser. A list of the browsers that are supported by Canvas can be found [here](#). If you find that you are using an updated browser and are still having problems, try using a different browser. We have found out that Internet Explorer and Microsoft Edge do not play well with Canvas, and Canvas highly recommends using Chrome or Firefox.

### **Resources for Student Success**

In each Canvas course, on the left side of the screen in the Course Navigation, you will find *Resources for Student Success*. The Center for Excellence in Teaching and Learning has developed a course guide to assist students with all their academic needs. The course includes numerous resources and strategies for student success such as Canvas orientation, university and student policies, numerous links for academic support, information about the library, tutoring, writing center, financial support, technology, and many other important resources to help students not just in this course, but all of their courses.

Please take the time to review the material located in the [Resources for Student Success](#) link. We have put

the [Resources for Student Success](#) link. We have put the items in this resource that do not pertain to the academic course that is being taught.

### **Cross-list (Combine) /Decross-list (Separate) Course Sections**

To separate (decross-list) or combine (cross-list) your Fall 17 course sections, please complete the appropriate form in Faculty Commons (located in your Canvas list of courses). These forms contain the essential information that we need to complete the task.

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## **Nathan's Notes**

By Nathan Thiessen

### **Training**

Zoom is offering Daily Live Demos!! Join Zoom expert Raul Montes to learn Zoom basics: scheduling, recording, screen sharing & more.

\*Mondays @ 4 pm CST (2 pm PST)

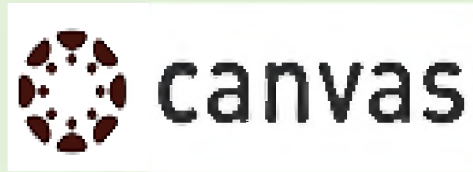
\*Tuesdays @ 12 pm & 4 pm CST (10 am & 2 pm PST)

\*Thursdays @ 12 pm & 4 pm CST (10 am & 2 pm PST)

\*Fridays @ 12 pm CST (10 am PST)

If you will be using the following in your classes, contact Nathan Thiessen (3077 or [Nathan.Thiessen@swosu.edu](mailto:Nathan.Thiessen@swosu.edu)) for training:

- Zoom
- Panopto
- Turnitin
- Respondus LDB
- Respondus Monitor
- Using ITV equipment



### **Creating an Extra Credit Quiz**

Kona Jones, Richland Community College in Decatur, IL, explained in the June 12, 2017 issue of Canvas Jive about “Creating Extra Credit Quizzes”. She states: It's not perfect, but here's the easiest thing I've found to create an autograded "extra credit" quiz. **\*\*Note: There was a much more elegant solution, but it no longer works and this is the easiest work around that I've found.\*\***

1. Create a regular graded quiz and apply the settings as desired - [Quiz Settings to Maximize Security](#). Make sure to add a note in the directions that the quiz will grade like a normal quiz, but after the due date it will be adjusted so it becomes extra credit.
2. After the due date for the extra credit quiz create an extra credit assignment worth zero points and labeled it as the Extra Credit points. Make sure in the directions to add a link to the actual extra credit quiz and explain that these are the points earned from the quiz.
3. In the gradebook enter in the number of points people got on the extra credit quiz into the extra credit assignment. If you have a lot of students you could also [download your gradebook](#), copy and paste the extra credit quiz points into the extra credit assignment points, and then [re-upload the grades](#).
4. Go back to the extra credit quiz and change it to an ungraded survey; this takes it out of the gradebook.

My current hope is that a real fix for this is coming soon.

*IMPORTANT NOTE:* When copying your course (or just this extra credit quiz) the quiz will copy over as an ungraded survey so be sure to Edit it and revert it back to a graded quiz for the next time you want to use it!

Looking for additional information about adding extra credit?

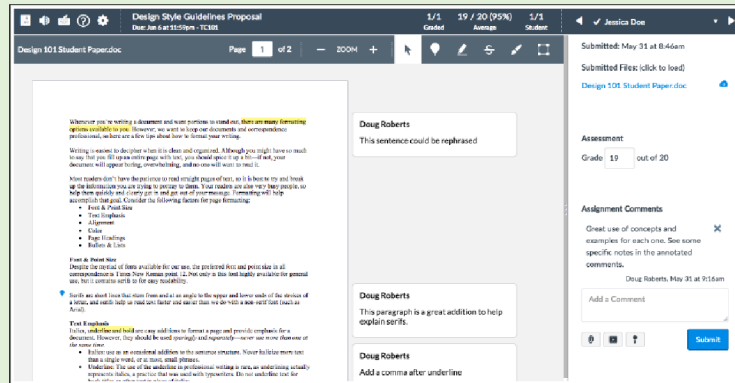
- For general information on adding extra credit see the following guide - [How do I give extra credit in a course?](#)
- For more specific information on adding extra credit when using weighted assignment groups see the following document by Stefanie Sanders - [Extra credit using weighted assignment groups](#).

## **Crocodoc has been replaced by Canvas DocViewer**

Kate McGee, Canvas product manager, is asked frequently, "What are you doing to improve the Crocodoc experience in Canvas?" Canvas is excited to introduce you to DocViewer, the next standard in learning management system technology.

### **What does DocViewer do?**

DocViewer automatically converts common office documents into web-viewable and interactive learning experiences. This description probably sounds familiar because it describes most of the document functionality that already exists in Canvas. DocViewer will be available anywhere Canvas currently uses Box for content previews and Crocodoc for annotations. (Did you know that out of all five annotation types, point comments are used 49% of the time? Highlight and textbox annotations are the next favorites, followed by strikeout, drawing and area annotations.)



## How is DocViewer different?

DocViewer is not that different from current functionality. DocViewer contains all the same document types and all the same annotation types, with some extra benefits!

- Modern interface that looks and feels like Canvas Improved performance
- Fewer clicks

More features will be coming soon, including:

- Color options
- Persistent tool colors within an annotation session (and from session to session)

## Mobile Devices

For institutions using mobile devices, annotations will continue to be supported in our mobile apps. New and improved annotation functionality will be part of our new Canvas Teacher mobile app and eventually replace the SpeedGrader app.

## Why is Canvas switching to DocViewer?

Instructure knows SpeedGrader is one of the top used interfaces of Canvas where instructors spend a lot of time grading student submissions using annotated feedback. In turn, students can respond to their instructor's feedback and may also be able to view additional feedback from other students using peer reviews.

For the past few years, Canvas has recognized that relying on third-party tools can reduce the service that we can directly offer to our customers. Crocodoc has been a great product in building the interactive content experience between students and instructors in Canvas, but this product will no longer be supported by Box at the end of the year and will be replaced with a less serviceable viewing tool.

The needs of our customers have unquestionably outgrown existing Crocodoc functionality—and that's a good thing! Moving forward with DocViewer, we can:

- Improve reliability of document rendering
- Develop new features and product enhancements to drive a more functional roadmap (and adequately address annotation/document previewing feature ideas in Canvas Studio!)
- Better address hosting needs for international regions
- Enhance support for assistive technology users

DocViewer also gives a stronger technical foundation to improve existing features, such as contribute to the next version of SpeedGrader. Implementing DocViewer functionality brings numerous future benefits to Canvas.

## What do I need to do to prepare for DocViewer?

The best part about our new product is that no action is required to enable DocViewer. All Canvas accounts will be migrated to DocViewer by our engineering team. And all course history is coming, too—all previous documents and annotations will also be included so nobody will lose any of their work.

For more information relating to DocViewer go to:

- [How do I use DocViewer in Canvas assignments as an instructor?](#)
- [Viewing assignment feedback comments from my instructor](#) using Canvas DocViewer annotations?



## Plagiarism/Collusion

According to Turnitin, student collusion occurs more frequently than you might expect, often because students don't know how to avoid it. The paper "[Best Practices for Reducing Student Collusion](#)" provides advice on how to prepare them with the skills they need for ethical collaboration.

There was a great webcast offered by Plagiarism.org on the Turnitin website that I found whose title is "[Mimesis & Plagiarism: A Place for Copying in Learning](#)" Anita Lundberg discusses how modeling can support students from disparate backgrounds and how "copying to learn" can increase their levels of academic writing.

[Plagiarism.org](#) has revised its website and is addressing plagiarism as a skills issue, the site offers educators with resources to help them teach their students to write with integrity. Some of the videos they offer are:

- "Narcissism and Extrinsic Values",
- "Understanding Plagiarism with Help from Dr., Seuss",
- "Developing Effective Academic Integrity Policies",
- "Plagiarism Spectrum Drill-Down",
- "Why Students Plagiarize",
- "Beyond Integrity: Why We Cite",
- plus many, many others.

Some articles located on their website are:

- "Learning about different citation styles, and when to use them",
- "Learn how to properly quote material in academic writing",
- "What is Citation",
- plus many more.

## Veronica's Vibes

By Dr. Veronica McGowan

### Technology Literacy: What is a Web Feed?

Are you a news or blog junkie? If you find yourself visiting multiple Web news, blog, web site sources, or your favorite sites several times a day to get updated information, then consider using a Web feed to have news conveyed to you rather than taking the time-consuming step of hunting for news. Here's how web feeds work: content creators, such as your favorite sports teams and communication channels, and distributors make decisions regarding content they wish to have available or broadcast to other sites, known as web syndication of content. Aggregator programs periodically collect those individual feeds for the convenience of users. Users deploy feed apps or gadgets on their device desktops to receive aggregator feeds. Therefore, new information is continually pushed to the user into this container and available to the user at any time at a desktop, browser, or web site location. Similar to the read/unread feature in most email programs where unread emails are bolded, unread news items are usually distinguished in some manner. As a generic term, the above described technology is known as RSS (Really Simple Syndication); it should be noted that RSS also refers to a family of standard web feed versions denoted with a specific orange and white icon.

In addition to news, web feeds provide changes in stock prices, sports scores, currency valuations, new job postings, flight information, blog postings, activity on congressional bills, and trending news. To subscribe to a news feed, look for a

"subscribe" or "feed" button on home pages of content sites or sub-topic pages such as the Sports or Entertainment sections. The button is popularly paired with an icon representing the service. Popular sites offering web feeds are the New York Times, BBC, National Public Radio (NPR), Reuters, BusinessWire, Financial Times, Dice, Indeed, U.S. Government RSS Library, Open Congress, Scientific American, and the Economist. For easy access, your RSS feeds can be stored as a folder in Microsoft Outlook™.

Popular feed readers can be cloud-based, meaning no installation is needed and include: Feedly™, NewsBlur™, Digg Reader™, Pulse™, and Reddit™. In addition, many browsers offer a built-in feed reader. Desktop-based alternatives include RSS Bandit™ and RSSOwl™; Feed Headlines™ has been installed as a gadget in the past few versions of Windows. For more information, the Gazette Review recently evaluated RSS Readers (Carmichael, 2017):

<http://gazettereview.com/2017/01/best-rss-readers-2017/>.

### References

Carmichael, C. (2017, January 13). The best RSS Readers for 2017. *Gazette Review*. Retrieved from <http://gazettereview.com/2017/01/best-rss-readers-2017/>.



## Mapopa's Musings

By Dr. Mapopa Sanga

### Creating Effective Online Discussions: Varying Discussion Question Styles

Varying the style in which a discussion question is written offers students the chance to work with different fellow students in the class, play a variety of roles within the discussion, and complete an assortment of learning activities. Collaborative learning tends to encourage knowledge building and deeper understanding by sharing ideas and building on responses (Salter, 2000; Piezon, 2005).

One method of collaborative learning called pairing, is to divide the students into pairs. Have them discuss the forum topic between themselves, then post their answer as a pair. This method increases the sociability and community aspect of a class, and provides students a chance to engage in a small, yet in-depth discussion.

Pair swapping is simply a variant of pairing (McGonigal, 2005). After the pair has posted their response, one member is moved to another pair with an alphabetical shift being probably the most effective way to manage this. Each pair becomes new and pollinated with the thinking processes of the original set of students.

Pair evaluating involves letting a pair reflect on what they learned in trying to respond to the original question. If students have regularly been exposed to each other in debates and question analysis, they come away with multiple perspectives of thinking and they will have increased their store of cognitive responses.

Grouping is another useful method. Group students into sides of a debate with assigned roles. Groups can be assigned to brainstorm an issue, and then participate in sharing the ideas that were raised. Just to note that

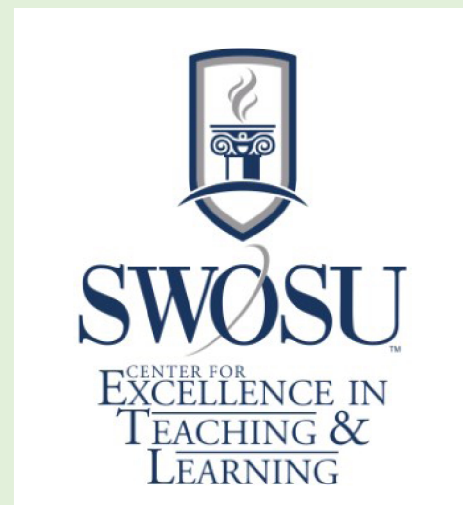
research suggests that group sizes should be small in online classes (Reonieri, 2006; Smith & Winking-Diaz, 2004). According to research by Smith and Winking-Diaz (2004), varied instructional strategies will extend concepts to allow for sufficient time for discussion, argument, reflection, and re-evaluation.

Another type, metacognitive discussion questions, encourage students to construct their own meaning through self-questioning

Follow-up questions on the other hand “ensure a depth of understanding or synthesis and evaluation of the topics discussed.

Finally, student-created questions are another useful type of discussion questions. Assigning students the task of writing discussion questions in order to lead discussion enables students to take control of their own learning (Pelz, 2004). They can be thought-provoking questions which address the salient issues presented in the textbook. Research has found that peer-generated questions to be powerful learning tools.

References are available by contacting Mapopa at 580.774.7128



## Workshops Available

The Center for Excellence in Teaching and Learning has 15 scholarships available for faculty to attend any following Online Learning Consortium workshops. If awarded, upon completion of the workshop, a certificate must be sent to CETL for their records. The cost of the workshops is \$170, so, if awarded and you cannot attend, please contact CETL as soon as possible (prior to the workshop) so that a scholarship may be awarded to another faculty member.

These workshops cover a wide array of topics, examples of workshops: Designing a Flipped Classroom, Strategies to Improve Retention, Strategies to Increase Faculty Motivation, New to Online: Essentials Part 1-Getting Started, Exploring Learning Analytics, Introduction to Online Presentation Tools, Exploring Hashtags for Learning, Creating Concept Maps, etc.

If you are interested in applying for a scholarship to attend one of the following workshops, please complete the [Registration form](#).

New to Online: Essentials Part 1, Getting Started	10-Jul-17	<a href="#">Learn More</a>
Creating Infographics for Learning	10-Jul-17	<a href="#">Learn More</a>
Designing a Flipped Classroom	10-Jul-17	<a href="#">Learn More</a>
An Introduction to LX Design	10-Jul-17	<a href="#">Learn More</a>
Introduction to Copyright & Fair Use, Part 1	11-Jul-17	<a href="#">Learn More</a>
Introduction to Screencasting Tools	12-Jul-17	<a href="#">Learn More</a>
Strategies to Increase Faculty Motivation	12-Jul-17	<a href="#">Learn More</a>
Fundamentals: Supporting New Online Learners	24-Jul-17	<a href="#">Learn More</a>
Exploring App Smashing	24-Jul-17	<a href="#">Learn More</a>
Creating Effective Assessments	24-Jul-17	<a href="#">Learn More</a>
Designing Courses with a Multimodal Approach	24-Jul-17	<a href="#">Learn More</a>
Strategies to Improve Retention	24-Jul-17	<a href="#">Learn More</a>
Fundamentals: Giving Effective Feedback	24-Jul-17	<a href="#">Learn More</a>
Managing Faculty Workload	7-Aug-17	<a href="#">Learn More</a>
Strategies for Supporting Online Faculty	7-Aug-17	<a href="#">Learn More</a>
Exploring Competency Based Education	7-Aug-17	<a href="#">Learn More</a>
Exploring ePortfolios	7-Aug-17	<a href="#">Learn More</a>
Blended Learning Mastery Series: Research into Practice	9-Aug-17	<a href="#">Learn More</a>
Exploring Interactive Video Tools	9-Aug-17	<a href="#">Learn More</a>
New to Online: Essentials Part 1, Getting Started	21-Aug-17	<a href="#">Learn More</a>
Fundamentals: Increasing Interaction & Engagement	21-Aug-17	<a href="#">Learn More</a>
Introduction to Online Presentation Tools	21-Aug-17	<a href="#">Learn More</a>
Facilitating Group Work Online	21-Aug-17	<a href="#">Learn More</a>
Creating YouTube Videos for Teaching & Learning	21-Aug-17	<a href="#">Learn More</a>